

Prospectus

www.nidderdalehighschool.co.uk



Welcome to Nidderdale High School

Nidderdale High School is a thriving and unique 11–16 comprehensive school set in the rural location of Pateley Bridge, an area of outstanding natural beauty.

The ethos of our school is a clear one: to enable our students to thrive and progress, our motto being 'Achievement for All'. At Nidderdale High School, every child really does matter and we work hard to ensure that all is done in our students' best interests – whether that be providing a curriculum matched to their abilities and interests, or ensuring their progression to the most appropriate pathway after they finish their qualifications. We pride ourselves on providing a nurturing environment that also challenges students to achieve the highest academic standards.

We provide a positive, supportive and well-disciplined environment which enables all students to fulfil their potential and achieve success in all aspects of school life. We want our students to leave with the skills to adapt, flourish and make the most of every opportunity regardless of the challenges they face in an ever-changing world. As a small school we are uniquely placed to know our students as individuals and to be responsive to their needs. We are fully committed to the highest possible standards of care and guidance, and the progress our school community makes shows that this is very effective.

Ofsted recognises the school as being a 'good school and good in all areas', confirming something we already know. While such affirmation is important, it is the students' own attitudes alongside the high quality teaching provided by our staff that leads to them doing so well. We also know that to achieve our aims, strong partnerships and effective collaboration are essential. The school is part of the Red Kite Teaching School Alliance and works in partnership with many local organisations, including Nidderdale Visual Arts and Bewerley Park Outdoor Education Centre. A strong and effective partnership with parents underpins the work we do in school to support our students and we look forward to working with you to achieve this. We are pleased to welcome visitors to our school. If you would like to arrange a visit, please contact the school.

Kath Jordan, Headteacher

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Curriculum

The curriculum we offer is broad and balanced and offers students the opportunity to discover new talents or interests and develop their skills and existing knowledge. This allows students to make informed and well guided choices as they enter Key Stage 4 and study for their GCSEs.

During Key Stage 3, students follow the National Curriculum over a two week timetable covering the core subjects of Maths, English, Science, French, German (from Year 8 for more able) and traditional Humanities. Breadth and variety is added by the offer of practical and creative subjects which will unearth new talents and develop new skills. These subjects include Art, Drama, Music, ICT and Computing, Design Technology (Resistant Materials, Food and Textiles). Personal Health is also addressed through Physical Education and Personal, Social and Health Education.

In Key Stage 4 students continue to study English Language and Literature, Maths, Science (Combined or Separate), Religious Education, Physical Education, and Information Technology and Computing. They can then specialise through the options process supported through specialist academic and careers advice to ensure students and parents are fully informed regarding the important choices they make.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

A full range of PSHE topics are covered through the curriculum in Key Stage 3 and 4. This may include issues relating to sexual health and physical development in Science, personal health and fitness in PE and citizenship and ethics in RE. In Years 7, 8, 9 and 10 students have a taught PSHE lesson once every fortnight, including the Flourish Programme.

EXTRA CURRICULAR ACTIVITIES AND TRIPS

The Extra-curricular and enrichment offer at Nidderdale High School is vitally important and integral to our core principles of ensuring students benefit from experiences beyond their local community.

Students will have the opportunity to take part in a wide range of residential trips both in the UK and Europe including Wales, London, France and Poland. Learning is enhanced by fieldwork, visits to museums, art galleries and the

theatre and sports fixtures. The school also runs the Duke of Edinburgh Award for students in Years 9 and 10.



Supporting positive behaviour

We place great emphasis on students being polite and courteous to staff, visitors and each other.

There is a system of positive rewards and incentives to encourage appropriate behaviour and respecting everyone's right to learn. Through the 'ClassCharts' system students are awarded positive points in and out of lessons for a wide variety of reasons. Achievement is also recognised through assemblies, letters home, reward breakfasts and more formal award events.

We have a clear disciplinary system so that all students are aware of the consequences of behaviour which is deemed unacceptable. Using the same 'ClassCharts' system, students will be given negative points for issues relating to our core expectations of Ready, Respectful and Safe.

Parents are able to log in to the 'ClassCharts' system to review their child's behaviour record at school.

We are committed to providing a caring, friendly and safe environment for all members of the school so they can work in a relaxed and secure atmosphere. It is acknowledged that the prevention of bullying is everyone's responsibility – staff, governors, parents and students. Bullying of any kind is unacceptable and any incidents reported or identified are dealt with promptly and monitored closely to ensure they do not re-occur.

HOUSE SYSTEM

We have three Houses named after the Yorkshire Dales three peaks: Ingleborough, Wharfedale and Pen-y-ghent and all students and staff are allocated to a House when they join the school.

The school sports teams are served by a vibrant, colourful and high profile House system which is well supported by all students and staff. The participation rates and atmosphere at these lunchtime events is impressive bringing together competition, teamwork and respect for each other. They encompass a range of traditional team sports and other sports such as badminton, volleyball and squash.

Competitions are not just limited to sport – students are also encouraged to take part in literacy, spelling and reading competitions in tutor time too. All achievements are awarded house points which feed into the ClassCharts reward system.





Care and support for students

Students are supported to achieve the highest standards in all aspects of school life.

Pastoral Care is led by Pastoral Officers who provide support for any worries or concerns students may have. The Pastoral Team provide full-time support for students through drop-in sessions, support in lessons, anger management and self-management, contact with home and with other agencies if required.

Students are organised into form groups and have daily contact with their tutor who will check issues raised through ClassCharts, monitor academic progress and serve as the first point of contact with home. Tutors also monitor attendance and punctuality and check equipment and uniform on a daily basis.

Information, Advice and Guidance

Students in all year groups take part in careers and enterprise education activities. From Year 7 onwards students are able to access impartial information, advice and guidance relating to careers and post-16 choices. The school employs a fully qualified Careers Adviser who works with students on a 1:1, small group and year group basis.

SPECIAL EDUCATIONAL NEEDS

We aim to give all our students access to the full broad and balanced curriculum and to all our extra-curricular opportunities whatever their learning, behavioural or physical difficulties may be, providing the support they need to make excellent progress.

We ensure that every student who has Special Educational Needs is assessed and appropriate provision put in place. We regularly review individual needs and progress in full partnership with parents, students and any professional support staff.

We provide some students with extra literacy and/or numeracy lessons which may take a child from a class for a short period as necessary; sometimes this lasts only a few weeks but this targeted catch up work is crucial to ensuring that students make progress.

All students have a provision map in school which is updated regularly and accessed by teaching staff. The SENCO ensures that regular contact is made with parents to build positive partnerships and support learning, this includes bespoke transition plans for children with an EHCP or identified additional needs.



Teaching and learning

INDEPENDENT LEARNING AND HOMEWORK

The purpose of any Independent Study is:

- a) To encourage students to develop the skills needed for independent learning to consolidate, reinforce and broaden the skills, knowledge and understanding developed in the classroom.
- b) To form part of a revision programme in preparation for the demands of GCSE examinations.
- c) To sustain the involvement of parents and carers in students' learning and keep them informed about the work students are doing.

Key Stage 3 Students will be set weekly tasks in English, Maths, MFL and Science. In other subjects students are set Extended Learning Projects (ELPs) for homework. These are substantial pieces of work that students complete over a longer period of time. Extended Learning Projects are designed to develop skills such as creativity, enquiry, self-management and teamwork, as well as subject knowledge.

Key Stage 4 Students following GCSE (or equivalent) courses will have a programme of independent study which should form the basis of their revision for public examinations in Year 10 and Year 11.

All homework and independent learning tasks are set via ClassCharts.

ASSESSMENT AND REPORTS TO PARENTS

Students' work is assessed using a variety of methods including: written feedback, verbal feedback, peer and self-assessment and marked tests. Students will receive quality feedback including targets for improvement at least once each half term. In this feedback students will be given a clear indication of the band or grade they are working at. Assessment information is used to monitor progress and to plan additional support or increased challenge for students who may require this.

Current "working at" bands or grades are reported to parents at least three times each year. Progress is measured by comparing "working at" bands or forecast grades to individual targets. One report each year also includes a Form Tutor comment.

Parents are invited to discuss their child's progress with subject teachers and senior staff at the Year Group Parents' Consultation Evening. Parents may contact school at any point in the year to request further progress information or to meet with staff to discuss any concerns.



The school day

08.30	Breakfast Club, Learning Support Centre and Library open
08.45–09.10	Tutorial/Intervention/Assemblies
09.10–10.10	Lesson 1
10.10–11.10	Lesson 2
11.10–11.30	Break
11.30–12.30	Lesson 3
12.30–13.15	Lunchtime
13.15–14.15	Lesson 4
14.15–15.15	Lesson 5
15.15–15.25	Close and buses depart
15.25–16.30	Learning Support Centre and Library open

ADMISSIONS

Nidderdale High School is a Moorlands Learning Trust Academy which provides places for children aged 11–16 in the Nidderdale catchment area and beyond. The admissions process is managed by the Local Authority (North Yorkshire Council). Further information about the admissions process and deadlines can be found at www.northyorks.gov.uk

The school is able to take in-year admissions but this process is still managed by the local authority. Please contact the school to arrange a visit and have a full tour of our facilities and experience the positive working atmosphere.

TRANSPORT

The majority of our students catch a bus to school. If you live in the catchment area or if Nidderdale is geographically your nearest school even though you live outside the catchment area, you are likely to qualify for free transport.

You should contact the local authority Transport team directly by telephone 01609 533693, by email schooltransport@northyorks.gov.uk or by visiting the website <http://www.northyorks.gov.uk/article/23550/School---transport>

All other students are transported to school by bus, coach or mini-bus for which a daily charge applies.



Student welfare

ATTENDANCE

Nidderdale High School aims to work together with parents and carers in order to ensure all students have high levels of attendance and punctuality. This enables students to take full advantage of the educational opportunities available to them.

Students are expected to attain a minimum of 95.5% annual attendance in line with the national expectation.

For all absences including illness, parents should telephone the school office either before the absence, on the first day of absence or, if that is not possible, immediately on return to school. We operate a first day call system and we will telephone you if we have not heard why your child is absent.

The school is unable to grant any leave of absence during term time unless there are exceptional circumstances.

UNIFORM

All students are required to wear full school uniform. We take great pride in our school reputation in the community and ask that students wear their uniform smartly to enhance this reputation. The uniform is intended to:

- Give students a real pride in their appearance and their school;
- Train students in presenting themselves as smartly as possible;
- Enable students to dress well, irrespective of their home economic circumstances;
- Provide practical, hardwearing and comfortable clothing for school.

The uniform is available from our stockists.

PARENTAL INVOLVEMENT

Close involvement of parents is central to the philosophy of this School. All parents are members of the Nidderdale High School Parent, Teacher and Friends of the School Association (PTFA). The objectives of this Association are to:

- develop extended relationships between the staff, parents and others associated with the School;
- engage in activities which support the School and advance the education of the students attending it;
- provide and assist in the provision of the facilities for education at the School, (not normally provided by the Local Authority).



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